



Woman View

Fall 2011

The Newsletter of the Section for the Advancement of Women
Society of Counseling Psychology (Div 17)
American Psychological Association
Kelly Blasko, Editor
<http://www.div17.org/SAW/>

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Fall is here. The leaves are turning gold and red in New Jersey. It is a beautiful and inspiring sight. It is almost 3 months since we convened in Washington, D.C., to celebrate and reflect on our accomplishments and to plan for the new year. The semester is now in full swing, and SAW Executive Officers have been devising new ways to engage our membership in the activities of the Section. We have also been busy developing new projects that will advance women's issues.

The APA convention brought us back together in August. We had the honor of listening to Julie Ancis' Woman of the Year

talk in which Julie shared wisdom gained from both personal and professional experience. Her talk touched many of us, and validated the importance of what we are doing to call attention to women's issues. Julie was recently voted Chair-Elect of SAW and will take over the leadership of the Section at the next APA convention. She is a role model of multicultural feminist activism and it is an immense pleasure to work with her on our new projects. Another important event at the convention, SAW Champagne Breakfast, was a delightful opportunity to give and receive support and mentoring. Thanks to you who attended, for your kindness, regard, and encouragement. This is what keeps us going under difficult conditions. We also gathered for a symposium sponsored by SAW in which we presented knowledge obtained from our conversations on feminism and privilege in counseling psychology education, practice and research. This project is still in progress, and three students have contributed greatly to its success: Sonia Carrizales from Texas Woman's University, Amanda Voils-Levenda from Indiana University, and Laurel Watson from Georgia State University.

We are happy to welcome Erin Woike and Katie Middendorf, our new student representatives. Erin and Katie already have many ideas for getting SAW students involved in the Section. With Kelly Blasko, our Newsletter Editor and Web Goddess, and Sonia Carrizales, our Facebook Designer, they are looking for interactive means of communication that would support the development of a virtual SAW community. They also will be working with Laura Smith, our Membership Chair, to develop strategies to reach out to feminist students, graduate and undergraduate, who may not know about the Section. Students and ECPs' membership are

essential to SAW's growth; it is their participation and commitment that enable us to pursue our goals and accomplish our mission. So pass the word ... forward this newsletter to your students, advisees, supervisees, and junior colleagues. Make sure they know who we are and what resources we provide.

SAW Executive Board has endorsed a new initiative aimed at educating the psychology profession and the broader public about the unique concerns of women in the justice system. This initiative is a multi-year project currently in its early stages of development. The goals for Year 1 are to call attention to these specific concerns during the next APA convention and to start a conversation with other divisions about the need for advocacy, training, and research. This project is part of our efforts to promote social justice through a critical appraisal of current knowledge and practices that affect diverse groups of women. It is with great excitement that we embark on this new adventure, and we look forward to keeping you informed about our progress.

Best wishes,
Corinne

Words From the Editor

Kelly Blasko, Ph.D.

I want to thank all the great women who contributed to this WomanView issue. I would really encourage anyone who might be interested in writing an article to be in touch. It is a great way to get to know each other. Email: blasko.kelly.a@gmail.com

2011 Woman of the Year

Julie Ancis

Key Messages

American Psychologist Association

August, 2011

Washington, D.C.

The 2011 Woman of the Year Address was videotaped and will be available on the SAW website. Here are some of the key messages that Dr. Julie Ancis would like to emphasize.

“And what are my messages for those who are younger, or those that could use some encouragement (which is all of us)...

- Fighting inequity is not for wimps. It takes courage, determination, resolve, support. And for me, lots of yoga. Personally, I feel like I don't have a choice. Not fighting seems like a denial of the values that are dear to me. I often have to ask myself if I can live without pursuing equity. Often the answer is “no.” At the same time, one must learn to choose her battles.
- Trust yourself. Trust your instincts. They will lead you to the truth and minimize the tendency to swallow things whole, to self-blame, to fall into depression.
- Find role models and messages (books, videos) that validate your experience and guide you through. At same time, be patient with you. Difficult situations, insidious and noninsidious traumas take a toll. No one comes out unscathed.
- Be honest with yourself and others. This included recognizing and acknowledging when you are wrong. Explore those uncomfortable, dark places. Have integrity. You are your best when you are whole.

- Appreciate the good things in your life and express gratitude. This will contribute to your happiness and those of others.
- Be courageous enough to open your heart and express love-to genuinely connect beyond all the masks. This is often challenging when one feels beaten down, on the defensive, and cynical. But working towards this goal allows one to find some inner peace and bring in the positive forces that enable one to feel less isolated. This is something I have learned experientially through my yoga practice. Once you try it, you will be struck by how many people you recognize as closed off/guarded and looking for that release.

SAW Student Column

Introductions

Erin Woike

I am a second year doctoral student in the Counseling Psychology program at the University of Oklahoma. I received my Masters in Counseling at Valparaiso University. I am a Licensed Clinical Mental Health Counselor in the state of Indiana. I received my Bachelors in Philosophy at Miami University in Oxford, Ohio. I got married last year and have an adorable dog named Socrates. My research interests include relational aggression and dating violence. I am honored to be a student representative for the Section of Advancement of Women! As an LMHC in the state of Indiana, I had the opportunity to work in positions focused on empowering women and minorities to meet their full potential. I look forward to continuing this part of my career as a student representative for SAW.

Katie Middendorf

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My doctoral program is at Indiana University in Counseling Psychology. I earned a master's degree in education at the University of Georgia before beginning this doctoral program. My areas of interest are mindfulness, art, and disordered eating. I am concentrating my research at disordered eating at the moment, but I am interested, (as mindfulness and art play an influential part in my personal life), how they might also be incorporated into disordered eating and strengthening mental health. I am excited to be part of SAW because I am interested in how individuals are treated differentially because of privilege and discrimination. I look forward to learning from the women within SAW as well as providing a bridge between the organization and the student population that I am apart of.

Words from Erin and Katie Barriers to Counseling for Counselors in Training

As mid-semester approaches, due dates and midterms are looming. We feel it is important to address the topic of burn out and self-care as it is especially relevant to us as graduate students. Koocher and Keith-Spiegel (2008) define burn out as "a kind of emotional exhaustion resulting from excessive demands on energy, strength, and personal resources in the work setting" (Koocher and Keith-Spiegel, 2008, 90). They assert "burnout is also especially likely when therapists have little control over work activities, are working too many hours, and are overburdened with administrative tasks" (Koocher and Keith-Spiegel, 2008, 90).

As graduate students, we are consistently presented with all three of these risk factors. We see clients; complete coursework; balance a busy schedule of class, clients, and employment; and avoid stressing over looming concerns such as master's thesis, dissertation, and internship. The literature indicates it is our

ethical responsibility to avoid burn out but many of us may struggle to find an effective work/school/life balance. Self-care is vital for survival! One potential solution to assist us in managing our own self-care is seeking counseling for ourselves. In this article, we hope to address concerns faced by graduate students with regard to seeking counseling and offer some suggestions for making counseling more accessible for students in your programs.

As graduate students, we have limited financial means. This is likely due to tuition fees and time spent on coursework and internship competing with paid work. Because of these limited means, independent students often have trouble paying for health insurance. Many students receive student loans or financial assistance from the university and are not in a position to pay the high costs of community practitioners. Universities have worked to address these issues by providing campus health centers that cater to students' medical and mental health needs.

Students in counseling training programs often face additional barriers to utilizing university counseling resources revolving around the issue of dual roles. Many counseling students must network at the university and in the community for practicum, internship, and employment sites. Some students may not even be aware of this conflict of interest. When considering individual counseling for themselves, students must be careful to seek mental health counseling at a site where they do not plan to work. It is appropriate for mental health organizations, mental health professionals, and counseling graduate students to establish these important boundaries, however, it limits the student's options regarding potential counseling sites. Students seeking individual counseling are forced to determine how to take care of their own mental health issues while ensuring they do not interfere with potential practicum, internship, and employment opportunities.

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One solution to this problem is to compile a list of sliding-scale mental health professionals in your community. You can do this individually or ask your counseling student organization to help you. Ask your professors and inquire within your community for recommendations of counselors in the area who are willing to meet with graduate students on a sliding scale fee or provide a discount. You may consider traveling to a neighboring town or county to ensure you will not be applying for any internship or employment opportunities with this agency. Growing technological advances have also provided another way to protect confidentiality by use of online services, such as counseling through skype, though ethical issues concerning the use of technology are still pending.

As this is at best an imperfect solution to a concerning issue, we invite graduate students to contact us with their own ideas including but not limited to prevention of counselor burnout through self care. You can contact either Katie Middendorf at kgmidden@indiana.edu or Erin Woike at erin.woike@edu.

*"If of thy mortal goods thou art bereft,
And from thy slender store two loaves alone to thee
are left,
Sell one, and with the dole
Buy hyacinths to feed thy soul".
~Moslih-eddin Sadi*

Inquiring Minds: Surviving Your Graduate Career - Self-Care or Bust!

*Kimberly Boyd-Bowman, M.S., 2nd
year graduate student at Texas
Woman's University*

*All interviewees are graduate
students.*

*Stress management and self-care – we
advocate both to our clients regularly.
However, we're not always as good about
practicing what we preach! As graduate
students, we all know that self-care is
important – we have too much to do, not
enough time to do it in, and the stress just piles
up unless we are proactive in our self-care.
Without good self-care practices, we are prone
to burnout, which means we struggle to
succeed in the various roles we fulfill on a
daily basis as students, clinicians, researchers,
and instructors. I interviewed several women
who are current psychology graduate students
about the perils of graduate life and their self-
care strategies.*

*What was/has been the most difficult thing for
you about being a graduate student?*

- Jen: Finding the time to employ good self-care strategies!
- Liz: Time management. There is so much to do and not enough hours in a day to do it. For me, that means my research time is often eaten up by last minute therapy session scheduling or throwing together a discussion question for class readings.
- Jexa: It's less clear what's expected of you, and whether you are doing enough, which means you might never have that

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sense of true "completion," and that can be a bit nerve-wracking. You can push yourself really hard, maybe too much, or you can slack off a bit more and suffer much worse effects of procrastination than you might in undergrad. You need to know yourself; no one else can tell you your limits.

- Jaime: The most difficult thing about being a graduate student is coming to terms with more "adult" responsibilities such as paying bills and working while still be a student, which in part makes you feel like a child. People outside of the graduate school world don't see the hard work and sacrifice you make as a student.

What suggestions would you give to others about creating a meaningful life/work balance while attending graduate school?

- AJ: Maintain at least some friendships with people who aren't in your field and make sure to talk to them.
- Jen: One suggestion is to schedule "play time" with friends and family members. I found that if things are scheduled, I'm more likely to follow through with them, and not just focus on school work.
- Liz: Find non-psychology activities that are meaningful to you and commit to them. I signed up for glassblowing classes last year and managed to spare the three hours a week for them somehow.
- Jexa: You have to carve out time for activities outside of your work. You really have to plan for it; it won't happen otherwise. Also, make friends

outside of your program. It's important that psychology isn't your entire life.

- Ashley: Self-care is mandatory in graduate school, but it is often difficult to learn how to set boundaries. Practicing this the first year will help the subsequent years.

What are your favorite self-care strategies?

- AJ: Cooking particularly good meals and eating them.
- Jen: Spending time with loved ones, exercising, dancing, and watching movies.
- Liz: I try to schedule a little time for myself every day, even just 15 minutes to paint my nails or play the guitar. I like to put my fun activities like this on my calendar, so it's not only work on there.
- Jexa: Yoga. I always make time for it and budget for it.
- Ashley: Sometimes just taking a walk to get away from all the noise
- Jaime: Anything that is not related to graduate work! My classmates and I have a potluck dinner a few times a semester which is always fun and relaxing.

What role have your peers, especially other women, played in your self-care?

- Angela: Paramount! They are my cheerleaders, comic relief, and counselors. They provide feedback that my responses are normal and that I would be pathological if I was not stressed. They help anchor my reality when I do not know where reality is.

- Jen: Other women are integral to self-care. Having lunches, dinners, and talking with women friends revives me.
- Jaime: Laughing is always a great thing to do! My peers and I are great about helping each other laugh but are also there to listen and provide perspective on situations.

What advice would you give new graduate students about "making it" through their doctoral program?

- AJ: You don't eat an elephant in one sitting. No matter what kind of pressure you're feeling, don't believe that you absolutely must do everything all at once.
- Angela: Forgive yourself for not being able to do it all and do it all well
- Jen: Do not place unneeded pressure on yourself to do everything and take on too many projects. Also, don't expect perfection from yourself. Frame schooling as just a piece of a larger life context: in essence, keep school and its role in your life in perspective.
- Liz: Build good social support, both within and outside your program. Learn from older students' experiences and take their lead in prioritizing and self care strategies. Don't be afraid to ask for help and offer help when you can. I had friends offer to make me dinner while I wrote a grant application -- this sort of thing helps a lot.
- Jaime: Get to know your faculty and use their office hours. They are there to help you, so utilize them! Seize your opportunities, don't wait for them to come to you.

What are some things you wish you would have known before starting graduate school about the process?

- Angela: That just as your best laid plans do not always work out. The program and the professors do not always have all the answers or everything under control either.
- Liz: Everyone feels like an imposter, but you don't need to know everything all the time. The reality is that the really impressive students (and faculty) are able to identify accurately when they know something and when they don't.
- Ashley: I wish I would have known how tedious some of the administrative tasks were. I also wish I would have learned more about how to save money and live more cost-efficiently.

If your current self could tell your starting-graduate-school-self one thing, what would it be?

- Liz: "Chill out. Do what you're passionate about and don't sweat the low priority stuff. A B+ won't matter in 5 years, but a well-functioning client or publication will."
- Jexa: "Chill out. You don't have to be perfect. This is your life -- you're living it NOW, so enjoy it and don't forget why you decided to do this in the first place!"
- Ashley: "I believe in you. Don't let yourself be your own obstacle."



Being a Feminist Multicultural Professional While Taking Care of Yourself

Lisa Platt, Ph.D., College of St. Benedict & St. John's University

Interview with Debra Mollen, Ph.D., Associate Professor, Texas Woman's University.

“This class was just a bunch of women whining about how bad they have it,” wrote a student on his evaluation for the psychology of gender course he just completed. Given my passionate as a feminist multicultural educator, his summary of the course material was not exactly the resounding endorsement I had anticipated! And worse, unfortunately his sentiment was a prevailing theme among his conservative, homogeneous, mostly privileged peers. This experience, along with many other times I have felt I am “blazing a trail,” gave me pause to reflect on the interrelated topics of self-care and being a passionate multicultural professional.

Most counseling psychology professionals who actively incorporate a feminist multicultural identity into their work have likely encountered challenges that were meaningful and perhaps emotionally difficult. While considerable good can come from navigating such challenges, the toll can drain precious energy and lead to burn out if a person does not also attend to good self-care during the journey.

To explore the topic of self-care as a multicultural professor, I recently interviewed Dr. Debra Mollen. Dr. Mollen is an associate professor of counseling psychology at Texas Woman's University. Dr. Mollen teaches a variety of courses for undergraduate and graduate students in multicultural and gender

topics. I asked her to share her experiences of self-care while also doing feminist multicultural education.

Lisa: Feminist multicultural topics are controversial, emotional, and often met with a lack of support by students, colleagues, and administration. Discuss your experience of balancing maintaining a multicultural perspective and while also taking care of yourself. Do you have any specific examples you can share? What challenges have you faced in this regard?

Debra: I can offer a few key pedagogical strategies for teaching feminist, multicultural coursework, particularly. First, honor the enormity of the task for your students. Delving into a curriculum often engenders guilt, fear, anger, and shame—all affective experiences that are typically deeply uncomfortable—necessitates a thoughtful, empathic instructor who values students and the learning process.

Secondly, create and maintain safety in the classroom by earning students' trust. We can accomplish this task by being consistently available, reliable, and empathic. Third, help students see themselves through the curriculum. Each of us has an ethnicity, gender, physical size, social class, (dis)ability status, age, faith/no faith orientation, and sexual orientation. By working intentionally to build a community of learners and helping students locate themselves in the curriculum, we create classes that students want to attend. Finally, employ feminist pedagogical techniques for maximum effectiveness. Arrange chairs or tables in circles for a more personal exchange. Invite students to help co-create the tenor of the course—ensure that each one is integrally connected to the group. Ensure that you are among the citizens in the room. Avoid an expert role in favor of valuing each person's contribution to the class.

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My own experience in seven years of teaching multicultural, feminist coursework at both the undergraduate and graduate levels has been the richest part of my professional life. This is because, not in spite, of the inherent challenge in compelling students to delve into the profoundly personal, difficult, and rewarding scope of this area of study. I have been challenged by facilitating some tense dialogues in the classroom, dealing with students' resistances to the curriculum, and working assiduously on myself, to ensure I'm engaged in the same work I expect my students to do.

Lisa: Can you discuss how you maintain your passion for your work, particularly in the face of many potential challenges?

Debra: I never tire of teaching coursework in multiculturalism and feminism. Part of what helps me maintain my enthusiasm is my passion for the material, including cultivating hope through social justice activism. The material is inherently rich, dynamic, and fluid. Moreover, it really applies to each person in the room. We can all find ways to see ourselves in the curriculum and my experience is that this helps solidify students' learning. Above all else, however, is my love for my students. I have such respect and admiration for what each new class and every student brings to the course. Seeing them actively engage and struggle with the material never ceases to amaze me. I consider it an honor to teach and to be entrusted with the care of my students' learning and growth.

Lisa: Can you share any practical self-care strategies you use to take care of yourself as you continue in this line of work?

Debra: Self-care is as critical in teaching feminist, multicultural coursework as it is in practice. Developing a support network where faculty can discuss their experiences of teaching is critically important. If we're fortunate, we can access supportive peers in

our own programs and departments. If not, we can often discover faculty with similar interests in other departments (i.e., Women's/Gender Studies), at professional conferences, and on-line. Cultivate other relationships in your life for support and encouragement, too. Find a means of social justice advocacy, of taking action to help improve your local, regional, national, or international community. I have been a clinic escort at a local Planned Parenthood, participated in pro-choice rallies, and carried a banner in our local Gay Pride parade. Being active helps translate the ideals of the classroom to the larger community and helps keep me from becoming jaded and disillusioned.

Engage in some regular activity that yields regular, tangible results to counter the sometimes-slow, often-messy pace of change in people. Tend to plants, care for an animal, cook, bake, or play an instrument. Finally, ensure that you maintain some venue in your life where you are a student. I have been practicing yoga (itself an invaluable means of self-care) for many years and though some of my teachers have suggested I learn how to teach yoga, I have actively resisted abandoning my role as student. If you have at least one sphere in your life in which you are a student, you will more readily identify with your students—the fear of making mistakes, the desire to please your instructor, and the excitement that comes when you master a new facet of study.

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*Leadership in the Society of
Counseling Psychology: One
Feminist Multicultural Counseling
Psychologist's Perspective*

*Linda Forrest, Ph.D., Center on
Diversity and Community and the
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*Erika Carr, Ph.D., Department of
Psychiatry, Yale University School of
Medicine*

Linda Forrest, Ph.D., is the Associate Director for Faculty Outreach in the Center on Diversity and Community (Codec) and a full professor in the Department of Counseling Psychology and Human Services at the University of Oregon. Her work in Codec involves developing and implementing initiatives to diversify the UO faculty. She leads a team of faculty and staff who have developed a website, workshops and manuals that summarize the scholarship and national best practices to diversify the faculty in higher education. Previously, she taught courses in on professional ethics. Her research focus is on ethics and professional training issues. She has been named an APA Fellow for Divisions 17, 35, 44, and 45. She is a former President of the Society of Counseling Psychology. She has received numerous awards from APA and the Society, the most recent ones include: 2011 APA Presidential Citation, the 2011 Distinguished Leader for Women in Psychology, the 2010 Society of Counseling Psychology's Lifetime Mentoring Award and the 2009 Strickland Daniel Mentoring Award from Division 35, Psychology of Women. She obtained her

Ph.D. in 1979 from the University of Washington.

Erika: *What is it like to be a leader as a woman in the field of counseling psychology?*

Linda: I would say that, as a woman and especially of my age cohort, many of us didn't get raised as girls with the belief that we were supposed to be leaders, at least in families like mine with more traditional gender roles. So leadership was often an accident for me, rather than a plan. I frequently would find myself in situations where I didn't anticipate or expect to be a leader but ended up being one. This was particularly true in my early days in Counseling Psychology. For example I attended my first Committee on Women (now a Section) at the APA convention and there were tons of women in the room. It was a really active, vibrant, dynamic room full of lots of energy. I had a great time and was clearly going to go back the Committee on Women open meeting the next year because it was so exciting. The next year, there were only five or six women in the room and when it came time to decide on the Chair for the coming year, I think I was the only woman in the room who hadn't yet served as the chair. I was new to Division 17 and that was an example of becoming a leader without expecting it at all. I went to the meeting to be part of the vibrancy and liveliness and walked out as the next chair of the committee. Moments like that have happened a lot in my career, yet as my career developed I discovered that I like some aspects of being a leader and I started to be more thoughtful and planful and actually make decisions about when I wanted to be a leader. When I decided to run for President, it was a much more thoughtful and conscience decision. I had been asked to run for President much earlier than when I did actually run. I decided if I was going to do it, I wanted to do it at a time that worked well for my life and in a way that I could enjoy. My decision to run for president was an extremely conscious,

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deliberate one in which I tried to clear my plate. If I got elected I wanted to be able to take on the challenges of being President in a way that I would be free to enjoy the process. I went to the Dean of my College and negotiated a sabbatical in advance of running. Having the sabbatical in place, made it exciting to run for President. I think one of the things that happen for women is that we get ourselves over committed sometimes and we can get spread thin and lose some of the pleasure in the work that we are doing. For many of us we have strong senses of commitments to others in our lives and that can take us in lots of different directions—our connection to our families, our children, our colleagues, our friends, and all of those connections takes time. By being playful about the time demands of being President and creating room in my life to meet those demands, I had a lot of fun being President. I was able to create space and time to enjoy connections and relationships that came with the job of being President and to enjoy the process of creating and doing important work with others.

Erika: Are there any particular challenges you have faced as a leader and how have you handled them?

Linda: Well, there are lots of challenges as a leader. (Laughs) I would say constant challenges as a leader. Back to what I was saying earlier, I didn't actually grow up believing I was going to be a leader so I wasn't building skills all along the way to be a leader. Hence, lots of times I found myself in situations in which I had to develop a new skill because the leadership role I was in required that I do so. For example, I am not particularly comfortable with public speaking situations so I had to work at developing the skills that are required to be behind the podium and talk to large audiences. It took a lot of work to get more comfortable doing that. That's just one example. There were lots of examples of things that I had to learn that didn't come naturally to

me. Mostly they were fun to learn to do because it felt like they were expanding my ability to have influence and create change about the things that mattered the most to me. Many of those values/goals overlap strongly with SAW's agendas including being conscious about gender issues, acting in ways that empower other women, helping other women move into leadership positions, using a more relational leadership style and being able to raise issues that were important to women.

Erika: In what ways do you think the field of counseling psychology is influenced by feminism?

Linda: Well, I think it's been highly influenced by feminism. I think there are a lot of topics that didn't used to be central to Counseling Psychology that are now the focus of lots of scholarship, pedagogy and therapy in Counseling Psychology. We look at careers now differently because of feminist and multicultural psychology's influence on vocational psychology and we see a very different vocational psychology now, at this point, than we did twenty years ago. There is much more serious attention to social and environmental factors, family-work interactions, racism, sexism, and other isms, and a better understanding of poverty and its influence on people's ability to find meaningful work. A social justice approach to vocational psychology has developed within vocational psychology and I think feminist multicultural psychologists have been leaders in that process. That's just one example. There is a greater focus now on all kinds of trauma because of feminist psychologists. We have a much better understanding of intersectionality because feminist psychologists have gotten smarter about multicultural issues too. We have a lot more focus on minority stress, on LGBT issues than we ever did before, again, because I think feminist psychologists have been involved in that work. The integration of the multicultural guidelines, the LGBT guidelines, along with

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the psychological practice of girls and women guidelines ...that integration has occurred because multicultural feminists have been actively involved in that process.

Erika: From a feminist perspective are there particular agendas or goals you think the field of counseling psychology should focus on in the future?

Linda: There is one that I've been working on lately that has me a bit befuddled. I'm chairing the APA Ethics Committee and we've been reading a lot of the social media literature in our efforts to think about how all the technological developments in social media are influencing and affecting ethical issues for psychologists. There are all types of complex ethical issues that need to be thought through. One of the things that I've found from reading this literature and from having a conversation with my peers on the ethics committee is there are huge cohort effects. We invited several members of the APAGS leadership and staff to join us for this discussion because we wanted younger people and emerging psychologists in the discussion; some early career psychologists like you. We wanted to hear what ethical issues looked like from your perspective and we wanted to wrestle with these ethical issues with your input in that process. I would say that it's clear that technology is changing the way that psychologists are doing their work and the way that clients are being served. I have only touched the surface of thinking about this from feminist perspectives. However, it's clear that it needs some attention because it seems to me that some of the things feminists are concerned about such as power imbalance, the misuse of power, the opportunities for shared power, cooperation, and collaboration and how they are going to play out when therapy is delivered in different modalities is worth thinking about because of how social media is changing our culture at large. In the future, mid-career and early career people should hugely influence this because each cohort issues are important in

thinking through where psychology is going. Right now I'm working on Barry Chung's Society's Leadership Academy, his presidential project, and the applications were due yesterday. We got 28 applications from early career professionals and 70 applications from students. These are all people that want to get more active in leadership in the Society and we only have five slots for students and five for early career professionals and we have to turn a lot of them down. So, I've been thinking about how we can engage all of these people that want to be leaders, so early in their careers, and how to find them places to be involved in the Society. The Society can be enriched and empowered by their perspectives, views, interests, and the way they see the world. I think it's really important for those voices to be heard as we chart where we're going as a Society. My voice in determining future directions may be less important because of where I'm at in my career.

Erika: How has the intersection of feminism and counseling psychology influenced you as a professional and as an individual?

Linda: Well, it's been absolutely central and core to who I've been and am as a counseling psychologist and as an individual. I was one of the co-coordinators with Freda Ginsberg for the Michigan conference. Being part of the planning group with Ruth Fassinger, Lauren Weitzman and many others that pulled that conference together was a huge part of creating the place for integrating feminist psychology and counseling psychology for me. The goal of that conference was to centralize feminist psychology and multicultural psychology right in the middle of counseling psychology. Thinking through how to organize that conference, how to get students and early career psychologists involved, how to use the wisdom of mid-career and senior feminist psychologists was a time of great integration for me in bringing counseling psychology and feminist psychology together. At that time they

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became one in the same for me. I was living and breathing this on a daily basis, as we planned, as the conference unfolded, has the work of the conference continued on after the conference in presentations and publications as well as all the informal conversations that followed the conference. So, that was a real important time of integration for me. It was an important conference for many people, not just the people that planned it. I still hear from women today who say that it was a big turning point in their professional development and their understanding of counseling psychology. That conference helped changed the way I thought about counseling psychology; it created a vision for me professionally and personally. Our hope was to centralize feminist psychology and multicultural psychology right in the center of counseling psychology and many people came out of that conference with that internal organization and then acted from that place in their interactions with others, and in their work which I think made a difference in terms of the wave effects that came from the conference and spread out to the larger field of counseling psychology.

Erika: What do you feel are the biggest lessons you have learned from your leadership roles?

Linda: Very, very simple life lessons in some ways. One of the things I learned was to be thankful and grateful for all the volunteers and their efforts that counseling psychologists make to the Society of Counseling Psychology. There's tremendous effort and time that large numbers of people give to the Society and APA...I learned how important is to appreciate and thank people for all they do to help the Society have the impact it does for so many and on so many important issues in psychology. It's an almost all-volunteer organization. In the planning of the International Counseling Psychology Conference there were 150 people involved and some of the people who were involved put

in so many hours planning that conference; it's just unbelievable, it was like another unpaid part-time job for some folks involved on the planning committee. They were dedicated and cared so much.

Another take away message is that sometimes you have to stand up and act. You have to make decisions as the leader and it's your responsibility to decide, even though you don't want the decision on your shoulders. You still have to because you are the leader. I think I learned to consult widely and gather lots of diverse viewpoints, but ultimately I had to often make the final decision especially when the sense of the group was mixed. That's not as true about Society decisions; most often they are based on consensus, but there are lots of other decisions you make as a leader and it's about your style, your values, and how you want to be a leader. Part of my learning was to step into that space and be okay being in that space that required me to take a stand. I do a lot of consulting with folks that are in leadership positions and sometimes my advice to them is, "This is just one of those moments when the decision is on your shoulders; once you have consulted widely, it's just time to decide." It's important to remember that most decisions have both pluses and minuses and most decisions don't make everybody happy. Some of the time you just have to make your decision and then listen to the people that think you made the wrong decision. Learning to listen, be curious and also to share as best I can why the decision went the way it did, being willing to engage in that conversation without experiencing the criticism as statement about the quality of my leadership, but more about the diversity among people. Decisions on tough complicated issues usually don't result in everyone being happy. I guess in some ways I learned to be in relationship with folks who didn't like my decision and sometimes conveyed they don't like me either.

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Erika: *Who has inspired you the most in these leadership roles in the field of counseling psychology?*

Linda: Well, there are lots of leaders in the Society that have inspired me. Three people come to mind right away. Melba Velazquez, Rosie Bingham and Sandy Shullman are superb leaders. I love being in the room and watching them in action as leaders. They're all extremely talented in terms of thoughtfulness, handling complexity, being willing to take tough stands, care, and compassion. I have gotten to watch them make really tough decisions with lots of attention to relationships and thoughtfulness about the organization, different groups and individuals. They're all great multicultural feminist leaders. There's a long list of leaders that I have been influenced by but those three are the ones I most enjoy watching in action and have been in my life for twenty years. I've been learning from their leadership for over twenty years.

I have also learned from those younger than me. Watching Tania Israel's Presidency of the Society made me realize that there is a style of leadership in the next generation of counseling psychologists that is special in some new ways that have to do with the integration and intersectionality of identity. Similarly I have watched women leaders from younger age cohorts than mine that take risks being leaders that I admire and watching them inspires me to take greater risks too.

Erika: *Do you have any words of wisdom to pass on regarding being a leader in psychology as a woman and as a feminist?*

Linda: Well, get involved, get involved early and stay involved throughout your career. Don't be afraid to step into leadership positions that require you to stretch and grow. The rewards are great, for you as an individual but also for the organization when feminists step up to leadership positions. I would add that it's

really great when multicultural feminists step up because it's really about bringing wide concepts of diversity to our leadership and it's not just concern about things that make it good for women. The organization changes when we bring those really clear commitments to diversity to our leadership. It's fun to watch the organization change because leaders bring strong commitments to change and grow the Society. It's a great win, win situation.

I think my advice is also to take risks. Do things, whether you know you are going to do well or not and grow in them. Risk making mistakes, getting feedback, and learning from the feedback you receive. Also, from my experience, being a feminist multicultural leader means you have tons of support around you. You've got all of these connections with folks that are interested in watching the organization change in the directions you are interested in seeing it changing towards. Your colleagues/friends care about you as an individual. So wonderful individuals support you when you are in a leadership position in the Society or for that matter APA. Counseling psychologists take this same type of collegial support to their APA leadership positions too.

When you hear me answer your questions, what kinds of reactions/questions does this raise for you? What are you mulling over as you listen to my answers to your questions?

Erika: *Well it's really interesting to hear you say get involved and take risks. As an early career professional, myself, I think a lot about how to get more involved. Obviously we read about all these amazing people and we read your articles, your books, and attending conferences can be very intimidating actually. So it's hard sometimes to know how to take different risks and get more involved but nice to hear you share this viewpoint.*

Linda: I think every position I've taken on I've been scared. (Laughs) I've worried about

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whether I'm going to be able to do it well. For me, it's worth walking into that space because of the benefits that I'll gain and potentially the benefits that the organization gains. Being nervous and a little bit intimidated, in my mind, is all worth it. I figure I might as well get used to experiencing those feelings because I experience them every time I take on a new leadership role. I wonder if that really happens to everybody... it's just a question of whether we're talking about and sharing it with others or not. My guess is that Barry Chung is probably a bit scared as President of the Society right now and Tania was likely a bit scared during parts of her presidency and so was John Westfeld, the President before her. I think it is just a natural reaction. So it is good for emerging professionals to know that from my perspective the discomforts are tolerable because of the substantial benefits. Being willing to get involved and stay involved means you have the chance to meet some pretty incredible people and you work with them on projects and eventually you have the benefits of dear, lifelong friends that develop across your career.



***Division 17/ Section for the
Advancement of Women
Dissertation and Thesis Award***

Deadline: November 15, 2011

SAW is pleased to announce a \$200 Dissertation and Thesis Award for a proposal of original research by a Counseling Psychology graduate student. The research must focus on issues that pertain to the lives of women and girls. Special consideration will be given to those research projects that focus on women and girls from marginalized groups because of their race, ethnicity, immigrant

status, socioeconomic class, sexual orientation, disability, age, or other diversity factors.

To meet the criteria for award, an applicant must be a student in good standing at a graduate program in Counseling Psychology. Membership in SAW is encouraged but not required to receive this award.

Application Guidelines:

1. Application must be an original research project proposed by a student for her or his dissertation or thesis requirement.
2. Application must follow APA style guidelines and be double-spaced. Please use Times New Roman 12 or equivalent font.
3. Research may be quantitative, qualitative, or mixed methods.
4. The application should include the following parts:

Part One: Cover page

1 page with the following information:

First Author Name, Address, City, State, Zip Code, and Country (if not the US)

First Author Phone number(s), E-mail address

Program Name and Year in Program

Student Affiliate of (APA? Division 17?

SAW?)

Full Title (or working title) of Project:

Other authors:

Please send this cover page electronically as an MS Word attachment to your Academic Advisor or Program Director, and ask him/her to forward it to the Student Awards Committee Chair with an email verifying that the information is correct and that you are a student in good standing in the Program. The Awards Chair is Debra Mollen, who can be contacted at dmollen@mail.twu.edu

Part Two: Proposal

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-
- a. Cover page as described above.
 - b. Rationale for the study and research questions or hypotheses addressed by this study (maximum 2 pages). Please place full title at the top of the first page.
 - c. A detailed method section that discusses participants, data collection, research design, instruments, and approaches to data analysis (maximum 5 pages).
 - d. Rationale for how this research meets the goals of the Section for the Advancement of Women. Please see SAW website to learn more about goals from the bylaws -- you can find the "Bylaws" link on the "About SAW" page at <http://div17.org/SAW/> (maximum 1 page).
 - e. Approximate timeline of the study and a brief budgetary statement of how the award may be spent (maximum 1 page)
 - f. Application must be RECEIVED by November 15, 2011.
 - g. All notifications of receipt of your materials and awards will be given by e-mail.
 - h. Final notification of the award will be announced by December 15, 2011.

Please send your complete proposal electronically as an MS Word document (Times New Roman, 12 point) to Debra Mollen (dmollen@mail.twu.edu).



"I don't start with a color order, but find the colors as I go."...Helen Frankenthaler

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SAW Membership Application/Renewal

The Section for the Advancement of Women (SAW) is seeking new members. Please pass along this membership form to a friend or colleague who may be interested in joining SAW. This form may also be used to renew your membership in SAW or update your information. Renewals are due in September of each year. If you have not renewed for 2009-2010, now is the time to do so.

There are three categories of membership:

Member: Any Associate, Member, or Fellow of Division 17 who has an interest in the goals of the section (see explanation below) may apply for SAW membership.

Professional Affiliate: Professional affiliates of Division 17, or Fellows or Members of APA who are not members of the Division but have an interest in the goals of SAW may apply for affiliate status.

Student Affiliate: Any student belonging to either Division 17 Student Affiliate Group or APAGS who has an interest in the goals of SAW may apply for student affiliate status.

Annual Dues

Annual dues are based on income:

\$15 ~ Over \$30,000/year \$10 ~ Under \$30,000/year \$5 ~ Student Affiliate

Make check payable to: *Division 17 Section for the Advancement of Women*

Complete the form below and mail with check to: **Laura Smith, Ph.D**

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ADDRESS_____

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WORK SETTING AND POSITION_____

CHECK CATEGORY OF MEMBERSHIP FOR THE FOLLOWING:

DESIRED MEMBERSHIP

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Fellow _____	Fellow _____	
Professional Affiliate _____	Professional Affiliate _____	Professional Affiliate _____
Student Affiliate _____	Student Affiliate _____	Student Affiliate _____

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